

## Gallaudet Fact—

Q. Which age group(s) did Gallaudet's first school on Kendall Green serve?

- A. Preparatory students and two-year college degree candidates
- B. Elementary school students
- C. Secondary school students
- D. All of the above

Answer on page 2.

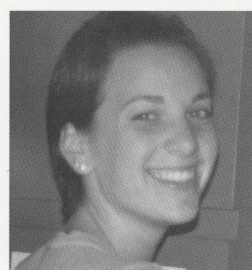


Members of the Bean Counters volleyball team accept their trophy from President Davila as winners of the 2008 showdown at the Employee Appreciation Barbecue. The team members (from second left) are: Makur Aciek, Brent Klassen, Stephen DaSilva, David Farias, Peter Un, and Jeffrey Leach. Deborah Shaw and Russell Kestenbaum supported the team as spirited cheerleaders. (For more pictures from the Employee Appreciation Barbecue, go to page 3.)

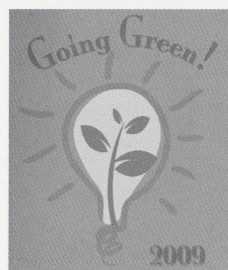


Pictured are three of the four president's fellows (from left): Kirk VanGilder (Philosophy and Religion), Janel Kisner (GSR), and Brendan Stern (Government and History) who have joined the Gallaudet faculty for the 2008-09 academic year. The President's Fellows Program brings deaf and hard of hearing individuals to teach at the University as they pursue a terminal degree. (Not pictured is Ilia Rivera [Sociology].)

## IN THIS ISSUE

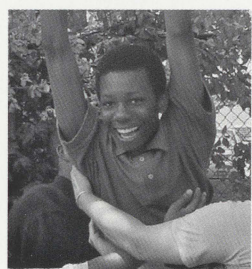


Rachel Benedict at an August 26 event sponsored by the Office of Campus Ministries.



### Clerc Center Happenings

Gallaudet and the Clerc Center sponsor a national essay, art, and ASL contest about "Going Green."



Personal Discovery staff and youthful offenders from Oak Hill assist in an activity for Boys and Girls Clubs of Greater Washington.

# ON THE GREEN

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## NSO welcomes the Class of 2012

New Student Orientation (NSO) and JumpStart programs concluded on August 23, launching 233 new undergraduates into their first year at Gallaudet. JumpStart, a new incarnation of what used to be known as the Summer Bridge Program and the New Signers Program, and NSO were filled with activities to acquaint students with Kendall Green and the world-class city of Washington, D.C.

This year, the First Year Experience staff, which planned NSO, sprinkled new experiences among the classic elements of a Gallaudet orientation. Many of the fresh additions to NSO reflected Gallaudet's new integrated approach to learning.

During a JumpStart outing at a Washington Nationals baseball game, for example, the students were asked to articulate ways to make the stadium more appealing to deaf fans and consider mathematical measurements of their trip. With these assignments, students were able to work on their English and math skills as they cheered and munched hot dogs. When the JumpStart participants were joined by the remaining incoming first-years, activities often related to the five learning outcomes that will be the focus of their courses—language and communication, critical thinking, identity and culture, knowledge and inquiry, and ethics and social responsibility. Students' first meetings with their academic advisors included an overview of the new general studies requirements

and the integrated courses the students will experience.

Cultural exchange and open dialogue were also themes of this year's NSO. JumpStart included an international dinner that allowed students to submit recipes from their family's cuisine and learn about others' food traditions. And, as part of the NSO week, students engaged in "Let's Talk," discussions led by faculty and staff members about the origins of their names and their sense of identity.

Another new activity, The Amazing Race, was designed to let new students get to know each other and their environs in a fun and suspenseful setting. Based on the reality show by the same name, this activity sent competing teams around campus with a list of challenges to complete.

NSO still included the classic activities that have defined it for years: A Gallywood Squares game of University trivia, a kick-off rally (held this year on the newly resurfaced Hotchkiss field), a student services and academic department fair, a day out in D.C. that helped students learn to navigate the Metro system and experience dining at Union Station, and a class meeting where the students elected the president of the Class of 2012.

A Family Orientation Program (FOP) also took place, allowing parents, guardians, siblings, aunts,

*continued on page 2*



Gallaudet welcomed 12 new faculty members this fall, including (from left): back—Paul Sabila (Chemistry), Daniel Lundberg (Chemistry), Joseph Murray (ASL and Deaf Studies); middle—Miako Villanueva (Linguistics), Raychelle Harris (Interpretation), Lindsay Buchko (Mathematics and Computer Science), Brenda Kruse-McConville (Education); front—Daniel Koo (Psychology), Marta Vrbetic (Government and History), Christina Yuknis (Education), and Karen Garrido-Nag (Hearing, Speech, and Language Sciences). (Not pictured is Marie Ogork [Business]). In addition, authors Michael Chorost and Joshua Swiller have joined the faculty as visiting professors to teach an Honors class.

## President Davila to be honored during Los Angeles' Deaf Awareness Month

President Davila has been selected by Los Angeles, Calif. City Councilmember (6th District) Tony Cárdenas to receive a resolution honoring his accomplishments.

Cárdenas will make a formal presentation to Dr. Davila in council chambers on September 12, preceded by a reception in Davila's honor. Dozens of representatives from deaf organizations and elected officials are expected to attend.

"Dr. Davila has touched the lives of hundreds of youth and families," Cárdenas said in an invitation to the reception, and added that the University's president was "an extraordinary man" who is "truly an example for all of us."

Davila has been awarded this resolution and invited to visit L.A. as part of Deaf Awareness Month activities, which coincide with Hispanic Heritage Month. Cárdenas' office has said it is delighted to host Davila as both a deaf community leader and a pioneer in the Latino community. ■





Photo by Matthew Vital/Enrollment Marketing

New graduate students take part in the annual Ghost Tour as part of Graduate Student Orientation (GSO). The guides for the eerie look at Kendall Green were Provost Stephen Weiner (atop steps, right), Theatre Arts faculty members Ethan Sinnott (left) and Willy Conley (in audience, second from left). This year, GSO welcomed 160 new graduate students.

## NSO welcome

*continued from page 1*

and uncles to get to know Gallaudet. FOP activities included presentations on student support services, academic support services, personal safety, and "letting go." Students and their family members also had an opportunity to meet President Davila and Provost Stephen Weiner over an informal breakfast in the Student Cafeteria.

The full incoming class received a welcome from Drs. Davila and Weiner at an August 21 presentation in Elstad Auditorium, as well as addresses from Associate Provost Catherine Andersen, Director of Admissions Charity Reedy Hines, Coordinator of Student Services Darian Burwell, and Student Body Government President Nicholas Gould. ■



Paula Tucker (right), director of Gallaudet Hillel, the organization for Jewish life on campus, hands a dish of ice cream to second-year undergraduate Rachel Benedict. The Office of Campus Ministries (OCM) distributed the sweet treat to the campus community on August 26 to raise awareness about what OCM has to offer. More information on OCM is available at [ocm.gallaudet.edu](http://ocm.gallaudet.edu).

## Roving Reporter

### What was your favorite part of the Olympic Games in Beijing?



*The lights in the opening ceremony were great. I like how everyone collaborated and made the Olympics fun to watch.*

Sandra Suarez  
communications specialist, DPS



*Gymnastics was my favorite event to watch. I enjoyed watching Shawn Johnson get the gold.*

Felicia Davis, administrative  
secretary, Department of Physical  
Education and Recreation



*Watching so many athletes break world records. It also brought a lot of good memories of my time with the Deaflympics in Salt Lake City.*

Dwight Benedict,  
dean, Student Affairs



The PeopleSoft team that worked on the upgrade from PeopleSoft Student Administration 8 to Oracle Campus Solutions 9 was (from left): front—Jon Mitchiner, Harvey Grossinger, Dorothy Alexis, Lori Kosko, Raghu Kandur, back—Chinnababu Gudapati, Jay Julakanti, Randy Learn, Michael Sauder, Peter Un, Karthik Sethuraman, and Brenda Bishop.

## PeopleSoft staff announces Campus Solutions 9 upgrade

*By Harvey Grossinger, PeopleSoft manager, ITS*

Information Technology Services' PeopleSoft staff is proud to announce that it has successfully completed a major software upgrade.

As many members of the campus community are aware, an upgrade was made from PeopleSoft Student Administration 8 (SA8) to Oracle Campus Solutions 9 (CS9). The University has been using Bison—appropriately, Gallaudet's name for this product—since 1999.

PeopleSoft was able to handle the upgrade internally using a team of 11 members. Its last Bison upgrade from Version 7.5 to 8 included a team of 20

individuals. I personally would like to applaud the current team for doing an excellent job of testing and training the users for Bison and developing training materials and videos for the campus community. The training materials and further information on how to use the new Bison system are available by going to [bison.gallaudet.edu](http://bison.gallaudet.edu) and clicking on the link on the left menu bar.

The upgrade would not have been possible without the involvement of several campus departments. The community was involved with the testing, training, and the creation of videotaped materials. This has resulted in tutorials that are easy to follow and understand. PeopleSoft would also like to express its gratitude to the Integrated Student Information System (ISIS) group for its involvement throughout the process. The PeopleSoft staff is thrilled that it was successful with the upgrade and the staff members extend their thanks to everyone in the community who shared their time and knowledge. Because of their cooperation, PeopleSoft is proud to report that it was able to complete this project at a lower cost than the last upgrade. ■

### Gallaudet Fact—

Answer: B.—The Columbia Institution for the Instruction of the Deaf and Dumb and the Blind, as Gallaudet University's first incarnation was known, opened in 1857 and served only elementary school children. The school later became Kendall School, named for Amos Kendall, who originally owned the land. The school was not authorized to award college degrees until 1864, when President Lincoln famously signed the school's charter.

## ON THE GREEN

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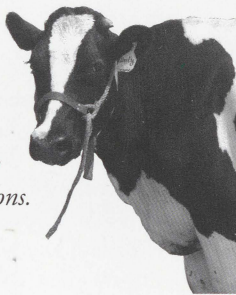


Photo by Larry Musa

Hearing and deaf students and teachers from Gukei University, Tokyo, led by Professor Toyohiko Hamada (third from right) were on campus August 21 to learn about how Gallaudet provides support to students with disabilities, and how the University supports students with learning disabilities. Also pictured (back row, behind Hamada) are Kota Takaya, a student in Gallaudet's master of social work program, and Tissa Peiris, culture and language teacher in the English Language Institute. Peiris spent two years in Japan as an ASL teacher and was very happy to translate from ASL to JSL during the group's visit.

## Ask Cousin Sally

Cousin Sally, finding herself with an empty inbox and an itch to milk some cows, has left to spend the last days of summer at her family dairy farm in Wisconsin. She will be back soon, ready to answer more questions. You can email her your inquiries at [cousin.sally@gallaudet.edu](mailto:cousin.sally@gallaudet.edu)



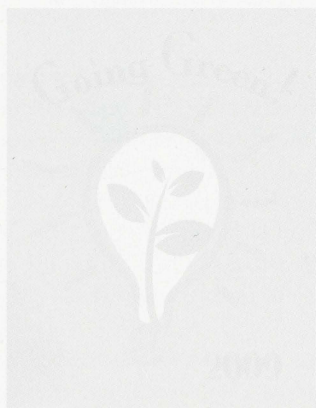
## Among Ourselves

Dr. Thomas Allen, director of The Science of Learning Center on Visual Language and Visual Learning (VL2), was among a group of distinguished educators who discussed the latest in applied learning research at a symposium entitled "Principles of Complex Learning," at the Association for Psychological Science's 20th Annual Convention, held May 22 to 25 in Chicago, Ill. In his talk, Allen focused on applying these principles to teaching deaf students to read.

## Clerc Center Happenings

### Gallaudet National Essay, Art, and ASL Contest theme encourages students to 'Think Green'

By Susan M. Flanigan



"It's not easy being green," laments "Sesame Street's" Kermit the Frog. But he comes to realize that "green is beautiful," and that's how he wants to be. Businesses, organizations, and schools are singing the same tune: They are searching for ways to "go green" to help save and protect the natural resources of our planet.

Gallaudet University and the Clerc Center are challenging students this year through the National Essay, Art, and ASL Contest to explore "Going Green: What I'm Doing to Help Save the Environment."

"The Gallaudet Contest grows in popularity every year," said Timothy Worthylake, Clerc Center contest coordinator. "We anticipate that our topical theme will draw a record number of participants due to the popularity of students wanting to be active participants in environmental awareness. For their entries, students can write, draw, or sign about how they are actively trying to protect the environment."

Students can interpret the theme and enter the contest in any of three contest categories: essay, art, or ASL. There are two entry categories: ages 15-19 and ages 9-14.

The prizes for students in the ages 15-19 category are scholarships in the amount of \$1,000 for first place; \$500 for second place; \$300 for third place; and \$100 for each of two honorable mention winners. Scholarships will be doubled for winners who choose to attend and are accepted by Gallaudet. Prizes for students in the ages 9-14 category include: \$100 cash for first place, \$75 for second place, \$50 for third place, and \$25 for each of two honorable mention winners. All participants will receive certificates of meritorious entry. All winning student work will also be recognized in *Celebrate!*, the Clerc Center's annual showcase of student work, published in print and online.

The deadline for 2009 contest entries is February 2. For complete contest rules, entry information, and an entry form, visit [clerccenter.gallaudet.edu/contest](http://clerccenter.gallaudet.edu/contest). ■

## Personnel Notes

### Service awards for May

#### Five years:

**James Leftwich**, public safety officer, Department of Public Safety; **Heather Withrow**, teaching fellow, MSSD

#### Ten years:

**Michael Peterson**, coordinator, Enrollment, Student Programs and Services

#### Fifteen Years:

**Phyllis Malone**, coordinator of residence education, Residence Life; **Olivia Smith**, bus monitor, Transportation

#### Twenty Years:

**Cheol Kim**, Systems Engineer, Computer System Engineering; **Angela McCaskill**, research administrator, Visual Language and Visual Learning (VL2); **Jayne McKenzie**, administrative secretary, Department of Linguistics; **Kathleen O'Brien**, school counselor, Student Services

#### Twenty-five years:

**Darnese Nicholson**, director, Transportation

#### Thirty Years:

**Rachel Hartig**, professor, Foreign Languages, Literatures, and Cultures; **Karen Kautz**, administrative secretary for the director of Clerc Center Technology Services; **Joseph Kinner**, associate professor, History

### Service awards for June

#### Five Years:

**Olugbenga Aina**, director, Keeping the Promise Program, Assessment Office; **Rhea Kennedy**, writer, Public Relations; **Robert Traina**, residential night assistant, Residence Education

#### Twenty Years:

**Arlene Kelly**, associate professor, ASL and Deaf Studies Program

### New employees hired in June

**Paul Drehoff**, vice president for Institutional Advancement; **Mary Dunn**, interpreter II, Gallaudet Interpreting Service; **Chrissy Moreno**, admissions counselor, Admissions; **Darrell Pfaff**, residential educator, Residence Education; **Andy Tao**, admissions counselor, Admissions

### Retirements in June:

**Judith Berglund**, Provost's Office; **Julia Bertak**, Family and Child Studies

## 2008 Employee Appreciation Barbecue



(From left) Jean Gordon, assessor/evaluator with the Department of ASL and Deaf Studies, Nipapon Reilly, teachers aide at Kendall School, and Ning Tanpaiboon, graduate assistant in the Gallaudet Research Institute, chat at the 2008 Employee Appreciation Barbecue.



Tara Downing, a family educator at KDES, shows she's got rhythm on the dance floor.



Agnes Muse, benefits specialist in Human Resources, jumps a rope spun by Sonia Brown (right), Alumni Relations administrative secretary, and Linda Whitfield, payroll specialist in Human Resources.



## One of Personal Discovery's many friends lends a hand to repair facility



Photo by Ayan Islam

Personal Discovery staff and youthful offenders from Oak Hill assist in a small group activity at the Discovery course this summer for youth ages 7 to 13 from the Ward Five and Ward Seven Boys and Girls Clubs of Greater Washington.

The giant oak tree on the hill beside Washburn Arts Building provided years of solid support for many of the Personal Discovery Program's structures. When it died last year Discovery needed to have the tree removed and replaced with something that would give the same degree of safety to the many groups who use the facilities for team- and confidence-building exercises.

Fortunately, Discovery has made a lot of friends since it was founded at Gallaudet in 1979 as a way to help new students succeed in school, and one was more than happy to lend a helping hand. When John Mein, therapeutic recreation director for the District of Columbia's Youth Detention Center at Oak Hill in Laurel, Md., learned of the problem he came up with a solution that was mutually beneficial for Discovery and the male juvenile offenders at Oak Hill. This summer, Mein, a friend of Jean Berube, assistant professor in the Department of Physical Education and Recreation and founder of the Discovery Program, came to campus accompanied by Oak Hill staff and a few of the center's juvenile offenders on several occasions to work at the Discovery site. They have taken down the tree, removed it from the premises, and erected sturdy utility poles to support some of the walls and cables Discovery uses in its programs.

Not only has the work made it possible for Discovery to keep its program operational, it provided valuable lessons in building a work ethic to the Oak Hill detainees. Many of these youth didn't receive that lesson growing up, perhaps due to a lack of role models. "Everyone needs someone in their life who can see their potential, who can see their own unique gifts, and who believes in them," said Berube. This is a core principle of Discovery—all of its programs are metaphors for life through building self-esteem, trusting others, learning to be a team player. This is one of the reasons that Discovery staff conducts programs for such a wide variety of groups—including working with Oak Hill residents for the past two years. "I want our young people to realize they can do anything they want and can lead, work with, and teach all kinds of people," said Berube.

Discovery and Oak Hill have enjoyed a mutually beneficial relationship for the past three years. Discovery staff travels to the detention center to conduct team building activities for the youth incarcerated there, and the juvenile offenders have come to the Gallaudet campus to engage in Discovery's team activities as well as help repair the course adjoining

Washburn Arts. Each summer for the past three years, Oak Hill youth have served with Discovery staff to facilitate small group activities at Gallaudet for youth ages 7 to 13 from the Ward Five and Ward Seven Boys and Girls Clubs of Greater Washington.

Having its facilities repaired could be viewed as Discovery's good Karma for its countless outreach efforts over the past 29 years. Often not charging for its programs and raising its own funds for travel and related expenses, Discovery has carried its team building message around the world, including Russia (16 times), India, Japan, Mexico, the Philippines, and Romania. At home, in addition to working with various campus groups, Discovery conducts programs for people as diverse as Lead America, a national youth leadership program that holds training programs on Kendall Green every summer; Burgundy Farm Country Day School of Alexandria, Va., a school housed in a former dairy farm that prides itself in the diversity of its grade K-8 student body; and the D.C. Board of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), designed to prepare low income students to enter and succeed in post-secondary education.

In the process, "our paths cross with the most wonderful people," said Berube, pointing to "the many giving people who help the program work." Like Mien, Discovery has many friends; to name just a few—Reid Hilton, who drives from North Carolina to Lexington, Va. to lead Discovery groups on caving exercises; Karl Sumwalt, an experienced rock climber who volunteers for several days each semester to help Gallaudet students learn good rock climbing techniques; or Tony Breda, a member of the Wampanaug Nation from Martha's Vineyard, Mass., who shares his knowledge of Native American culture with Discovery staff members and students on camping trips; or Gino and Molly Antonio, Navajo youth leaders, who share their knowledge of Navajo culture with Berube and Discovery staff when they travel to Window Rock, Ariz., the center of the Navajo Nation, to lead the Discovery Program with various Navajo groups.

Berube's philosophy is that the Personal Discovery Program benefits everyone. "You learn from the people you work with, and others benefit from what you are able to give." She added, "We're bridge builders. If someone wants us, we'll go." ■



John Mein, therapeutic recreation director for the District of Columbia's Youth Detention Center at Oak Hill in Laurel, Md., steadies the ladder while one of the youthful offenders at the center performs repairs to the Personal Discovery course adjacent to the Washburn Arts Building.

## Faculty Development Week features report card on student engagement



Jillian Kinzie of the National Survey of Student Engagement (NSSE) Institute at the Indiana University Center for Postsecondary Research presents on Gallaudet's results. The data from the spring 2008 survey showed that Gallaudet students, compared to those at peer institutions, reported doing class presentations with greater frequency, discussing their career plans in greater numbers, and being more involved in tutoring and teaching fellow students.

While Gallaudet faculty members have intensified their focus on integrated learning, assessment, success, and retention lately, "engagement" was the word of the day on August 18. However, they were reminded by Jillian Kinzie of the National Survey of Student Engagement (NSSE) Institute at the Indiana University Center for Postsecondary Research that all of these factors go hand in hand.

Kinzie spoke as a kick-off for Faculty Development Week, a series of enrichment activities to prepare faculty members for the new academic year. The week was organized by the Office of the Provost, with contributions from Campus Life, the Office of Faculty Development, the General Studies Program, Gallaudet's chapter of the American Association of University Professors, and ATLAS.

The kick-off presentation was based on Gallaudet faculty and student responses to the NSSE survey, which asked questions related to how much students are involved in learning. The data was gathered this spring, marking the third time the University had participated in the survey.

As Kinzie spoke, a full Swindells Auditorium watched for the outcomes that would reflect the campus community's diligent work over the past semesters. They were rewarded when Kinzie began by showing the strong correlation between engagement in learning and persistence for students to graduate. Assessment is the genesis toward ensuring that students succeed in earning their diplomas, she said: "This is the key if we're going to improve student learning."

The key to engagement is what Kinzie calls "educationally purposeful activities." Thus, interpersonal and co-curricular activities, as well as academic ones, must help students jump into their college experience. Good practices include high student-faculty contact, active learning, high expectations, experience with diversity, and cooperation among students.

In some aspects of engagement, the NSSE survey indicated, Gallaudet is above average. Compared to other schools in the Mid-East Private category, for example, Gallaudet soared when it came to class presentations. Fifty-five percent of first year students and 75 percent of seniors reported that they took part in this engaging activity often or very often, while the average for peer institutions was 39 percent.

Another positive indicator was the percentage of students who reported dis-

cussing career plans with a faculty member or advisor. Only 10 percent of first year Gallaudet students and 8 percent of seniors said they had never discussed their plans, while 21 percent of students at other institutions answered that they hadn't.

Gallaudet also had a strong showing in the level of students who taught or tutored other students—35 percent of Gallaudet students said they did so in their senior year compared with 24 percent of seniors at other Mid-East Private schools.

"Students who learn are students who stay," Kinzie said, quoting assessment and persistence expert Dr. Vincent Tinto, and students learn more when they are involved in their education. These results indicate that Gallaudet has good practices in place to retain its students.

Areas where Gallaudet fell short included feedback from faculty and time spent studying. The survey results showed that 88 percent of lower division faculty and 94 percent in the upper division felt that they gave prompt feedback often or very often. Only 59 percent of first year Gallaudet students and 63 percent of seniors agreed that they received prompt feedback.

NSSE also found a gap in the perception and use of culminating experiences like capstone courses, senior projects or theses, and comprehensive exams. While 84 percent of faculty felt that this was important, only 27 percent of seniors said they had actually taken part in such an experience.

Another area for improvement is study time, Kinzie noted. First-year students across the board reported that they expected to study far more hours than they actually did when they began taking classes. At Gallaudet, 60 percent of students reported spending about 10 or fewer hours per week studying, compared to 38 percent of first-year students at peer schools. Most faculty expected students to study five to 10 hours per week for each course, but estimated that in practice their students spent less than four hours hitting the books.

Kinzie provided a number of helpful recommendations. She urged Gallaudet faculty members to ask themselves questions like: "To what extent is academic effort emphasized in the first year at Gallaudet? How can this be elevated?" And, "What accounts for first year high engagement in the student-faculty interaction?"

All schools must ask themselves hard questions and implement practices to improve student learning, Kinzie said. She offered a vision of higher education institutions in the 21st century that emphasized clear expectations. Gallaudet, like all schools, should introduce incoming students to examples of academic discourse, set guideposts tied to the academic program (a first-year seminar like Gallaudet offers is one example of this), and explain plainly what students need to do to succeed.

Two steps Kinzie recommended were to identify student behavior that needs to be changed and indicate how to determine if it has changed, and to identify one faculty or administrator behavior to be changed—and there is no better behavior to start with than your own. ■